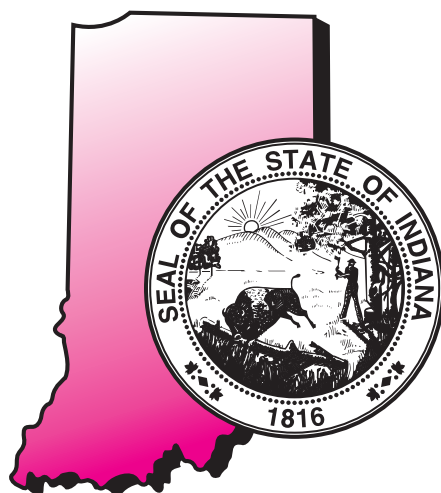


***ISTEP+* Fall 2007**

Indiana Statewide Testing for Educational Progress

Graduation Qualifying Exam Applied Skills Assessment English/Language Arts Grade 10



Indiana Department of Education

Web Version

Acknowledgments: CTB is indebted to the following for permission to use material in this book.

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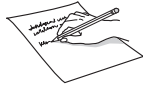


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ISTEP+ Fall 2007
Indiana Statewide Testing for Educational Progress

Graduation Qualifying Exam
English/Language Arts

Use only a Number 2 pencil to respond to the questions in this book. Responses written in pen CANNOT be scored.



Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

Test 1: English/Language Arts

Studying at the Summer Academy

Read the writing prompt below and complete the writing activity.

Your state university is offering a residential summer academy to high school students who are interested in spending four weeks working and studying with professionals in the fields of

- Art (Painting, Drawing, or Sculpture)
- Biology
- Computer Science
- English (Creative Writing)
- Physical Education
- Math (Problem Solving/Engineering)
- Music

The program includes living in a university dorm and working side-by-side with professionals in their actual workplaces.

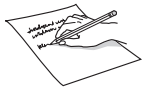
As part of the application process, you are required to identify what field you are interested in studying and what you hope to learn while you are attending the academy.

Write a persuasive essay in which you state why you should be selected for the academy. Clearly state the field that interests you, why you have selected that field to study, and what you hope to gain by participating in the program.

Be sure to include

- the field that interests you
- why you have selected that field to study
- what you hope to gain by participating in this program
- an introduction, a body, and a conclusion to your persuasive essay

Go On 



Use the Pre-Writing/Planning space or additional paper for notes, lists, webs, outlines, or anything else that might help you plan your writing. Then write your persuasive essay on the lined pages. Be sure to write neatly. Using the Editing Checklist on page 11, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

Go On 

Pre-Writing/Planning

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Title: _____

Go On 

Test 1

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Go On 


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Editing Checklist

- 1** Check your capitalization and punctuation.
- 2** Spell all words correctly.
- 3** Check for sentence fragments or run-on sentences.
- 4** Keep verb tense consistent.
- 5** Make sure subject and verb agree.
- 6** Use words according to the rules of Standard English.
- 7** Remember to paragraph correctly.

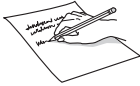
A large, stylized blue logo with the letters 'STO' in a bold, sans-serif font. The 'S' and 'T' are connected, and the 'O' is separate. The logo is positioned in the bottom right corner of the page, partially overlapping the bottom border.

- 1** Check your capitalization and punctuation.
- 2** Spell all words correctly.
- 3** Check for sentence fragments or run-on sentences.
- 4** Keep verb tense consistent.
- 5** Make sure subject and verb agree.
- 6** Use words according to the rules of Standard English.
- 7** Remember to paragraph correctly.



A graphic featuring the word "STOP" in large, bold, blue capital letters. Behind the letters is a light blue outline map of the state of Indiana. The graphic is positioned at the top of the page, partially overlapping the "STOP" text from the previous page.

Use only a Number 2 pencil to respond to the questions in this book. Responses written in pen CANNOT be scored.



Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

Test 2: English/Language Arts

For Test 2, you will read an article and an excerpt from a book. You will answer questions based on each passage. Then you will write a narrative composition on a related topic.

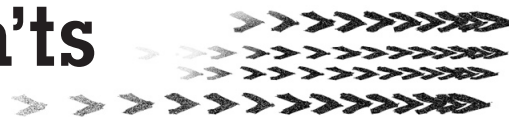
What should you do if someone's car bumps into yours? In "Fender Benders: Legal Dos and Don'ts," Armond D. Budish offers practical tips on what to do if the car you are driving in is involved in an automobile accident.

Now read "Fender Benders: Legal Dos and Don'ts." Then do Numbers 1 through 7. You may look back at the article as often as you like.

Go On 

Fender Benders: Legal Dos and Don'ts

by Armond D. Budish



The car ahead of you stops suddenly. You hit the brakes, but you just can't stop in time. Your front bumper meets the rear end of the other car. *Ouch!*

When automobiles meet by accident, do you know how to respond? Here are 10 practical tips that can help you avoid costly legal and insurance hassles.

1. Stop! It's the Law.

No matter how serious or minor the accident, stop immediately. If possible, don't move your car—especially if someone has been injured. Leaving the cars as they were when the accident occurred helps the police determine what happened. Of course, if your car is blocking traffic or will cause another accident where it is, then move it to the nearest safe location.

2. Zip Loose Lips.

Watch what you say after an accident. Although this may sound harsh, even an innocent "I'm sorry" could later be construed as an admission of fault. Also be sure not to accuse the other driver of causing the

accident. Since you don't know how a stranger will react to your remarks, you run the risk of making a bad situation worse.

3. Provide Required Information.

If you are involved in an accident, you are required in most states to give your name, address and car registration number to: any person injured in the accident; the owner, driver or passenger in any car that was damaged in the accident; a police officer on the scene. If you don't own the car (say it belongs to a friend or to your parents), you should provide the name and address of the owner.

What should you do if you hit a parked car and the owner is not around? The law requires you to leave a note with your name, and the other identifying information previously mentioned, in a secure place on the car (such as under the windshield wiper).

4. Get Required Information.

You should obtain from the others involved in the accident the same information that you provide them with. However, if the other driver refuses to

Go On 

cooperate, at least get the license number and the make and model of the car to help police track down the owner.

5. Call the Police.

It's obvious that if it's a serious accident in which someone is injured, the police should be called immediately. That's both the law and common sense. But what if the accident seems minor? Say you're stopped, another car taps you in the rear. If it's absolutely clear to both drivers that there is no damage or injury, you each can go your merry way. But that's the exception.

6. Identify Witnesses.

Get the names and addresses of any witnesses, in case there's a legal battle some time in the future. Ask bystanders or other motorists who stop whether they saw the accident; if they answer "yes," get their identifying information. It is also helpful to note the names and badge numbers of all police officers on the scene.

7. Go to the Hospital.

If there's a chance that you've been injured, go directly to a hospital emergency room or to your doctor. The longer you wait, the more you may jeopardize your health and the more difficult it may be to get reimbursed for

your injuries if they turn out to be serious.

8. File a Report.

Every driver who is involved in an automobile incident in which injuries occur must fill out an accident report. Even if the property damage is only in the range of \$200 to \$1,000, most states require that an accident report be filed. You must do this fairly quickly, usually in 1 to 30 days. Forms may be obtained and filed with the local motor vehicle department or police station in the city where the accident occurred.

9. Consider Filing an Insurance Claim.

Talk with your insurance agent as soon as possible after an accident. He or she can help you decide if you should file an insurance claim or pay out of your own pocket.

10. Don't Be Too Quick to Accept a Settlement.

If the other driver is at fault and there's any chance you've been injured, don't rush to accept a settlement from that person's insurance company. You may not know the extent of your injuries for some time, and once you accept a settlement, it's difficult to get an "upgrade." Before settling, consult with a lawyer who handles personal injury cases.

Go On 

1 Which of these groups of sentences BEST describes the author's view of what to do following a car accident?

- ☐ Call the other driver's insurance company. Accept the settlement offered. File a police report.
- ☐ Apologize to the other driver. Be sure there are no witnesses. Solve the situation with the other driver.
- ☐ Discuss fault with the other driver. Wait for the insurance agent to arrive. Go to the hospital for a checkup.
- ☐ Be careful about what you say to the other driver. Don't act quickly. Discuss the accident with professionals.

2 What is the MOST LIKELY reason the author chose to use practical tips to organize the article?

- ☐ to make the format consistent with that of similar articles
- ☐ to help define the more technical words used in the article
- ☐ to help the reader quickly determine who is at fault in an accident
- ☐ to make the information clearer by breaking it into smaller sections

Go On 

3 Give TWO different reasons why the unnumbered introductory paragraphs are an effective way to begin this article.

1) _____

2) _____

4 What does the author MOST LIKELY mean by “Zip Loose Lips,” the title of the second tip?

- ☐ Protect your mouth and face during an accident so as not to sustain injuries.
- ☐ Keep all pockets and purses safely closed so as not to lose anything during the accident.
- ☐ Stop yourself from talking too much after an accident to avoid saying anything that you may regret later.
- ☐ Recommend that the other people involved in an accident remain quiet until the police arrive to take notes.

Go On 

- 5 Reduce the number of practical tips in the article by combining TWO of the practical tips into ONE.

Practical Tip _____ and Practical Tip _____ could be combined.

Then explain why you combined these two tips.

Now, find TWO different tips to combine.

Practical Tip _____ and Practical Tip _____ could be combined.

Then explain why you combined these two tips.

Go On 

6 Which of the following questions could be answered using information from the article?

- ☐ How do I locate information on how to file a police accident report?
- ☐ How do I know who is at fault if I get hit by another car while driving in a parking lot?
- ☐ What information should I be sure to obtain from other people involved in the accident?
- ☐ What is the maximum amount of money an insurance company will pay after an accident?

7 The author could BEST improve the reader's understanding of the information presented in the article by adding

- ☐ steps on how to find a lawyer
- ☐ photographs of emergency vehicles
- ☐ information on how to obtain insurance
- ☐ examples of accident situations

Go On 

English/Language Arts

How do you think writers go about observing the subjects they write about? In this excerpt from the book *Travels with Charley: In Search of America*, John Steinbeck discusses his preparations for a cross-country writing expedition. After you read the passage, you will answer some questions. Then you will write a narrative composition on a related topic.

Now read the passage and do Numbers 8 through 13. You may look back at the passage as often as you like.

Go On 

John Steinbeck (1902–1968) wrote *Travels with Charley: In Search of America* toward the end of a long and celebrated career as an American novelist and short story writer.



from
Travels with Charley: In Search of America
 by John Steinbeck

My plan was clear, concise, and reasonable, I think. For many years I have traveled in many parts of the world. In America I live in New York, or dip into Chicago or San Francisco. But New York is no more America than Paris is France or London is England. Thus I discovered that I did not know my own country. I, an American writer, writing about America, was working from memory, and the memory is at best a faulty, warpy reservoir. I had not heard the speech of America, smelled the grass and trees and sewage, seen its hills and water, its color and quality of light. I knew the changes only from books and newspapers. But more than this, I had not felt the country for twenty-five years. In short, I was writing of something I did not know about, and it seems to me that in a so-called writer this is criminal. My memories were distorted by twenty-five intervening years.

Once I traveled about in an old bakery wagon, double-doored rattler with a mattress on its floor. I stopped where people stopped or gathered, I listened and looked and felt, and in the process had a picture of my country the accuracy of which was impaired only by my own shortcomings.

So it was that I determined to look again, to try to rediscover this monster land. Otherwise, in writing, I could not tell the small diagnostic truths which are the foundations of the larger truth. One sharp difficulty presented itself. In the intervening twenty-five years my name had become reasonably well known. And it has been my experience that when people have heard of you, favorably or not, they change; they become, through shyness or the other qualities that publicity inspires, something they are not under ordinary circumstances. This being so, my

Go On →

trip demanded that I leave my name and my identity at home. I had to be peripatetic¹ eyes and ears, a kind of moving gelatin plate. I could not sign hotel registers, meet people I knew, interview others, or even ask searching questions. Furthermore, two or more people disturb the ecologic complex of an area. I had to go alone and I had to be self-contained, a kind of casual turtle carrying his house on his back.

With all this in mind I wrote to the head office of a great corporation which manufactures trucks. I specified my purpose and my needs. I wanted a three-quarter-ton pick-up truck, capable of going anywhere under possibly rigorous conditions, and on this truck I wanted a little house built like the cabin of a small boat. A trailer is difficult to maneuver on

mountain roads, is impossible and often illegal to park, and is subject to many restrictions. In due time, specifications came through, for a tough, fast, comfortable vehicle, mounting a camper top—a little house with double bed, a four-burner stove, a heater, refrigerator and lights operating on butane, a chemical toilet, closet space, storage space, windows screened against insects—exactly what I wanted. It was delivered in the summer to my little fishing place at Sag Harbor near the end of Long Island. Although I didn't want to start before Labor Day, when the nation settles back to normal living, I did want to get used to my turtle shell, to equip it and learn it. It arrived in August, a beautiful thing, powerful and yet lithe. It was almost as easy to handle as a passenger car.

¹**peripatetic:** traveling around to different places, usually because one works in more than one place

8 Read this sentence from the passage.

So it was that I determined to look again, to try to rediscover this monster land.

By describing America as a “monster land,” the narrator is MOST LIKELY suggesting that America is

- ☐ frightening
- ☐ large
- ☐ powerful
- ☐ unusual

9 In the third paragraph of the passage, John Steinbeck describes how he hopes to travel through America anonymously. He explains that more than one person would “disturb the ecologic complex of an area.”

Explain what this phrase means.

Explain what this phrase implies about the impact of his presence in an area.

10 Read this quotation by author Thomas Wolfe.

“Perhaps this is our strange and haunting paradox here in America—that we are fixed and certain only when we are in movement.”

Which of these themes is reflected by BOTH this quotation and the passage?

- ☐ fate and free will
- ☐ searching for the truth
- ☐ identity of the individual
- ☐ growing up and growing old

11 Describe TWO different ways the narrator’s relationship with life in America has changed in twenty-five years.

- 1) _____

- 2) _____

Go On 

12 Read this sentence from the passage.

In short, I was writing of something I did not know about, and it seems to me that in a so-called writer this is criminal.

In this sentence, *criminal* means about the SAME as

- ☐ illegal
- ☐ ruthless
- ☐ shameful
- ☐ terrifying

13



In the passage, John Steinbeck describes his preparations for rediscovering America by traveling from place to place in a camper.

Write a narrative composition in which you describe John Steinbeck's first encounter during his journey in the camper. You might describe the first town he comes across or the first person he meets. **In your narrative composition, be sure to include at least THREE different relevant details from the passage to help you describe his first encounter.**

You may use the space below to plan your writing. Using the Editing Checklist on page 28, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

Remember, your narrative composition should be well organized and have a beginning, a middle, and an end.

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

Go On

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Page 27

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Now check your writing using this Editing Checklist.

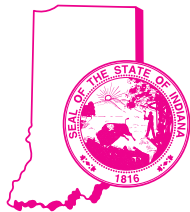
Editing Checklist

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- 4 Keep verb tense consistent.
- 5 Make sure subject and verb agree.
- 6 Use words according to the rules of Standard English.
- 7 Remember to paragraph correctly.

STOP! STOP! STOP! STOP! STOP!



Graduation Qualifying Exam English/Language Arts



Indiana Department of Education